

Policy on Special Educational Needs

At Cherry Trees Montessori Nursery we aim to provide all children with a broad and balanced learning environment that is committed to the integration of children with special educational needs. Our philosophy is that all children have the opportunity to develop to their full potential in an educational environment. We aim to work within the guidelines for special educational needs which are set out in the Code of Practice and the EYFS statutory and non-statutory guidance.

- One member of staff will be nominated as a Special Educational Needs Coordinator (SENCO)

The appointed SENCO for the nursery is Barbara Smith, she is supported by Emma Hender.

- The progress of all of the children in the nursery is monitored through observations which are recorded in their Learning Journey records by the key persons. The observations are regularly evaluated by staff and this allows the key persons to note any concerns or queries. If a concern arises, the key person will discuss these with the SENCO and Lead Practitioner of the unit. The parents will be approached to discuss the highlighted areas for development and ways to support the individual child within the nursery and at home. This procedure is followed unless it is a safeguarding concern and a child's welfare is at risk.
- When a situation occurs where a child's behaviour gives rise for immediate and significant cause for concern the SENCO will discuss with key persons, parents and SMT the next steps ie; further observations and monitoring. The parents would be asked to provide written permission to invite the Senco Support Teacher to observe the child at nursery. Any meeting that takes place will be documented and the points raised will be dated and filed. Information will be shared with staff on a need to know basis.
- The nursery will work closely with parents and families to listen to their views and provide support. The SENCO will develop and maintain appropriate methods of communicating with parents and families to support the child. No action will ever be taken without the parent having a full understanding of what is being implemented to help the child.
- All children's files and Learning Journeys are reviewed and evaluated by the key persons towards the end of each term. All children who are identified as needing extra support may require to have an Individual Education Plan (IEP) including details of short term targets and teaching strategies for the individual child. The IEP is reviewed every 6-8 weeks.

- Following the code of practice guidelines, advice from the Early Years Senco Support Team and the progression of the child will determine whether Early Years Action or Early Years Action Plus needs to be introduced. The aim of Early Years Action is to help the child make the maximum possible progress in all relevant areas through individualised approaches to learning and teaching. Where the SENCO deems it necessary help and information will be gathered from health, social services and the Education psychology service and will note that the child is now involved in Early Years Action plus. Further discussion will also take place at this time with the parents, and this will be documented.
- Each term, the SENCO will review the progress of all the children who have been identified needing further support. The SENCO will be primarily responsible for liaising between the nursery, families and outside agencies. The SENCO will also review the ways in which each child is able to access the whole curriculum and how if required, the environment/activities can be adapted.
- After obtaining written permission from the parents the SENCO will ensure that full and comprehensive records of the special educational needs of the child moving from the nursery to another setting are made available and presented in such a way that another SENCO will be able to understand and act upon the findings of the nursery. We encourage other settings to visit our nursery to allow discussion about the individual child and their needs.
- We have strong links with the Early Years Senco Support Teachers and this allows us to see the value of working closely together with other professionals/outside agencies to meet children's specific needs. We are committed to continue to develop this further.
- We encourage our staff to attend courses which broaden their knowledge and understanding of special educational needs and behaviour management. Information is shared with staff, parents and families.
- The SENCO team and Head of the Nursery meet on a regular basis to review and reflect.

This policy was reviewed & adopted on 25/8/2009

This policy will be reviewed annually. Review date: Summer 2010